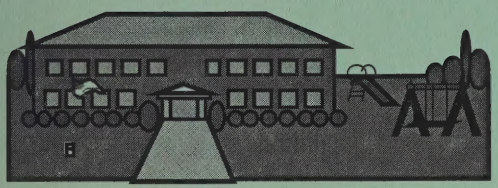
OISE/UT LIBRARY
3 0005 03193525 0

Eye Spy
Language



Including:

Eye Spy My School's World
Who Do You Spy?
Can You Spy?
Can You Spy a Sound?
Eye Spy Learning Centres
Eye Spy Books
Eye Spy a School Ambassador

LIBRARY
JUL - 2 2003
OISE/UT

A Unit for Grade 1

Written by:

Denise Donais, Dianne Lloyd, Carol Bryden (Project Leader)

Length of Unit: approximately: 20 hours

OHEC
428.0077
13
O59MET/L
1C
Es
c.2

November 2002

Written using the **Ontario Curriculum Unit Planner** 2.51 PLNR_01* March, 2001* Open Printed on Nov 19, 2002 at 1:27:09 PM

a499370k
OH EC.C.2

Eye Spy

Language A Unit for Grade 1

Acknowledgements
The developers are appreciative of the suggestions and comments from teacher colleagues who provided input through the internal, external and theological reviews.

The following organizations have supported the elementary unit project through team building and leadership:

The Institute for Catholic Education
The Council of Directors of Ontario
The Ontario Curriculum Centre
The Ministry of Education, Curriculum and Assessment Policy Branch

Catholic Curriculum Cooperative (CCC)
Eastern Ontario Catholic Curriculum Cooperative (EOCCC)
Northern Ontario Catholic Curriculum Cooperative (NOCCC)

A special thank you to the Curriculum Committee from The Institute for Catholic Education who provided leadership, direction and support.

A Unit for Grade 1
Written by:

Denise Donais, Dianne Lloyd, Carol Bryden (Project Leader)

St. Clair Catholic District Board

Based on a unit by:

Denise Donais, Dianne Lloyd, Carol Bryden (Project Leader)

St. Clair Catholic District Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Eye Spy
Language A Unit for Grade 1

Task Context

In this unit, designed for the first term of the Grade 1 school year, students explore, discover, and apply new skills and knowledge based on the Grade 1 expectations for Language. Students communicate ideas, organize information, write simple sentences, read aloud, read independently, and pose questions about their immediate school environment. Students describe and explore various features and objects found within the school and develop effective communication skills to promote a sense of belonging in their school community. This awareness of their school environment should provide a sense of security and confidence about the elements found in their school community.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Task Summary

Students use their senses to develop their vocabulary about features and objects found in the school environment. Using class-generated word lists, students will produce short pieces of writing and follow patterns to compose a poem and student published books. Through shared reading experiences, the emerging reader identifies features of the school environment and becomes aware of the elements of a published book.
Students pose questions about their classmates and the adults in their school. Using appropriate vocabulary, they record relevant observations using written language and conventions appropriate for this age level. The unit activities require students to observe common objects in their classroom and other school areas. Language structures such as initial consonant sounds, colour words, and rhyming words are highlighted. They progress from recording and reading single words to simple sentences. Media communications are promoted by arranging still pictures and photographs to create a poster. Students participate in independent, partner, and small and whole group language experiences intended to enhance their respect for the rights, responsibilities, and contributions of self and others.

Culminating Task Assessment

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written

materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Links to Prior Knowledge

Many students may have a developing sense that print represents oral language. Throughout their pre-school life experiences, many have used their senses to explore their familiar world. They need to have developing communication skills.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

This unit would be ideally taught during the first term due to the nature of the school environment focus. Corresponding units to complement this unit in Religion and Family Life Programs are:
Fully Alive - Grade 1, Theme 1, Topic 2, "We are God's Special Creation" p. 7-10
We Belong to God - Grade 1, " Welcome! You Belong." Theme 1, Theme 2, Theme 3 p. 34-56

This unit lends itself well to assessment for Social Studies, at the teacher's discretion.

To prepare for this unit, the teacher should consult with the school or local librarian to collect children's literature books that have been suggested in the Resource List or are based on an I Spy theme or similar search books.

The use of a digital or school camera is promoted in this unit to create student-generated pattern books about the school environment.

The importance and value of quality children's literature books which can be read aloud are stressed throughout this unit, in order to enhance and promote development of emerging reading and writing awareness. This should occur on a daily basis to model reading and writing behaviours for student responses. An excellent strategy to promote positive reading and writing attitudes and to promote an awareness and comfort level with the school staff, is to invite staff members into the classroom to read their favourite children's literature book or one suggested in the unit Resource List.

To enhance the students' role as School Ambassadors throughout the school year, a School Ambassador sash

could be created from ribbon or felt for students to wear during the culminating task presentations and during school tours. The school's parent group may be willing to provide monetary and creative support for this endeavour. Perhaps a Catholic symbol, such as a cross, or bible, could be added to embellish the faith community. Also, consider adding the Parish name, if desired, to this sash.

Teachers will need to create an assessment recording device for the culminating task.

Teachers should develop assessment recording devices specific to their students' needs throughout the unit (e.g., create a rubric with student input). Sample checklists and a rating scale have been provided.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Accommodations may be necessary for students who have not had the opportunity to use their senses to explore their familiar world or who do not have age-appropriate communication skills. See suggestions in Notes to Teacher, as well as Adaptations within each subtask.

Some specific accommodations include:
- providing information orally whenever possible;
- providing the use of computers and appropriate software;
- providing books that are enlarged, taped, or brailled;
- providing "talking books";
- use of pre-drawn, computer-generated or magazine pictures instead of hand-drawn pictures.

Eye Spy
Language A Unit for Grade 1

1 Eye Spy My School's World

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

2 Who Do You Spy?

A shared reading experience using suggested children's literature books is provided for students to explore unique God-given features of themselves and others. The teacher models written language by recording unique features of the main character within expository text frames. Through a journal response, students isolate two or three unique features about themselves. Students interview a classmate, using a provided template to record unique features about that student. Students are encouraged to use periods at the end of the sentences. These features are then transferred to expository text frames to create a flip-up I Spy Guessing Profile which is incorporated into a classroom display. Students orally present their completed flip-up I Spy Guessing Profile to the whole group in order for the class to guess the mystery classmate. This rehearsal provides experience with interviewing techniques, an awareness of sentence completion, and practice in presenting information in a confident and comprehensive manner for the culminating task.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

3 Can You Spy?

This subtask allows students to review the key components of published books. They identify important conventions of writing and reading for this grade level. These are explored through whole group reading experiences and rehearsed using various easy-to-read children's picture books. Throughout this subtask, the teacher models effective reading skills such as pausing at the end of a sentence. After rehearsal, students read easy-to-read books to a small group. With a partner, they isolate initial sounds, as well as identify and record a specific sentence within the text. Students are introduced to the use of a question mark at the end of an asking sentence. They rehearse questioning techniques through partner activities. They are encouraged to be respectful listeners. They manipulate word cards to formulate asking and telling sentences. The ability to record an asking sentence prepares students for the response in the culminating task. In order to assess their developing reading ability, students complete a provided blackline master which poses questions for the student to respond to with a simple YES or NO.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

4 Can You Spy a Sound?

In this subtask, students generate a nonsense I Spy poem, featuring objects found within a classroom. Through chanting and shared reading experiences with this class-generated poem, students enhance their reading development. They also gain respect for their contributions and those of others. Specific vocabulary and action words are reviewed. These skills are needed in the culminating task. In small groups, students use cut and paste collage techniques to illustrate a verse of the class-generated poem. Students also label each object in the collage and use yellow sticky notes to isolate the initial sounds. This technique provides rehearsal for students' responses in the culminating task. Each group orally presents the verse and poses asking questions to the audience, such as, "Can you spy something that starts with a __ sound?" This provides further review of questioning techniques necessary for the culminating task.
These group responses are organized sequentially to create a collaborative classroom published poetry book. A classroom discussion focuses on the key components that are required in a published book.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

5 Eye Spy Learning Centres

This subtask further develops grade level reading, writing, oral, and visual communication skills through activity-based learning centres, with a focus on the Eye Spy theme. An emphasis is placed on cooperative learning in order to celebrate the achievement of group goals. Students experience and explore language to enhance and rehearse prior knowledge and skills. Grade level concepts such as auditory discrimination of initial sounds, sight and colour word match, character analysis, sentence rehearsal, and visual representation are developed. These skills prove useful for the culminating task. Opportunities are provided to work with a partner, a small group, as well as independently.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 5f - Catholic Graduate Expectation - A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.

6 Eye Spy Books

In this subtask, students explore the *I Spy* books by Jean Marzollo and Walter Wick, or other similar search books. In order to value and honour the important role of the family, a family component is included. Students are encouraged to do an assigned initial sound search of objects they find in the home or school. Following the Can You Spy? language pattern, a family-generated collaborative book is created at school including all elements of a published book. Students participate in a "four corners" read activity to present their family's response to a small group. Students also use the *I Spy* books to create individual student bookmarks. On each bookmark, students record two or three asking sentences,enticing the audience to spy school objects found within the book, for example, Can you spy a desk? Can you spy a clock? Correct punctuation is reinforced. The bookmarks are inserted into the corresponding pages of search books. Students are encouraged to trade and explore the riddles inserted into the proper page in the book. The class also publishes a collaborative class I Spy book, which is computer-generated, using a computer graphic program such as Corel Draw or KidPix. In pairs, students create a computer-generated page that highlights a sketch of themselves with a collage of school objects. They record appropriate text on their pages. This prepares students for the independent response in the culminating task.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 6c - Catholic Graduate Expectation - A Caring Family Member: Values and honours the important role of the family in society.

7 Eye Spy a School Ambassador

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Description

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Expectations

1e7 A	• use and spell correctly the vocabulary appropriate for this grade level;
1e8 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e16 A	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
1e17 A	– print legibly (capitals and small letters);
1e24	• understand the vocabulary and language structures appropriate for this grade level;
1e26	– use their knowledge and experience to understand what they read;
1e34	– use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);
1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;
1e37	– use phonics as an aid in learning new words;
1e44	• respond to familiar or predictable language patterns by joining in or using choral response;
1e45	• apply some of the basic rules of participating in a conversation and working with others;
1e55	– allow others to speak, and wait their turn in conversations or class discussions;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Problem Solving
Visual/graphic Organizers
Guided Reading
Read Along
Word Wall

Assessment

The teacher can complete BLM 1.2, I Spy In My School Initial Assessment Checklist or BLM 1.3, Assessing Oral and Visual Communication.

Assessment Strategies

Observation
Exhibition/demonstration

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

1. Eye Spy God's World -
In order to introduce the I Spy game concept, students explore things God made in creation. Refer to Fully Alive Grade 1, Theme 1 Topic Two, "We are God's Special Creation," Big Book page 5, or Student Book pg. 4-5. Using the pictures in the book, play a game of I Spy. For example, "I spy with my little eye something that is growing that God made." Repeat several times with a focus on God- and man-made objects. Invite students' suggestions for clues.

2. Eye Spy My School's World -
In order to bring the school element into focus, the teacher uses a variety of objects that have been previously gathered. These should be items connected to the school setting and found in various rooms. Select some that are God-made and some that are man-made. Some examples may include: a basketball, a living plant, a library book, a computer mouse, a fish bowl, etc. Also include Catholic artefacts, such as a crucifix, bible, rosary, etc. These artefacts need to be returned to their room of origin prior to students' tour. Continue the I Spy game. This time however, provide clues that begin to focus on specific rooms or places on the school grounds. Suggested examples: "I spy with my little eye something God has made and can be found in the principal's office" or "I spy with my little eye something that is man-made, round, and can be found in the gym." Repeat several times using student suggestions to enhance verbal linguistic skills. This is a perfect opportunity to begin a vocabulary word wall (based on student responses and objects in the collection) to record school vocabulary words. These are referred to throughout the unit. Because students are emergent readers, picture clues could be provided beside each vocabulary word. See Notes to Teacher for words that are included on various BLMs throughout the unit and will prove useful for students.

3. Eye Spy Predictions -
Students are provided with opportunities to predict what they might spy in the library, gym, principal's office, prayer room, or other rooms. Challenge students to spy the Catholic symbols/artefacts found in the classroom. Brainstorm for possible symbols/artefacts which may be found in the other rooms. Initiate a whole group discussion and record guesses, on chart paper in grid format, of objects they might see in these suggested rooms. An example of the grid format can be referred to in BLM 1.1, I Spy in My School. This is the same format students use to record objects they spy in each room on the school tour. Record all responses to foster risk taking and promote self-confidence.

4. Eye Spy School Tour -
Provide each student with a copy of BLM 1.1, I Spy in My School. Explain that they will now become detectives. Students record at least two or three objects found within each room in the appropriate spaces on the work page. As a whole group, read along the room names, focusing on using phonetic strategies, such as initial sounds, to decode each word on the page. Perhaps students could spy these room words on the developing word wall. Review the established classroom rules and expectations for moving within the school building prior to the tour. While on tour, each student records responses on BLM 1.1, I Spy in My School. Encourage students to use inventive spelling of their recorded objects. This is also a perfect opportunity to introduce staff members, as well as model conversational expressive language skills. Upon return to the classroom, revisit the prediction chart to verify original guesses.

This completed graphic organizer can be used as an initial assessment for visual and oral communication skills and early writing development. Refer to BLM 1.2, I Spy in My School Initial Assessment Checklist or BLM 1.3, Assessing Oral and Visual Communication.

Note: A safety precaution would be to avoid any high-risk areas such as the furnace room, art supply rooms, or photocopy rooms, because of possible hazardous materials or equipment.

5. Eye Spy On My Desk -
i) Read aloud a picture book based on school days. See Resource List for suggestions. Discuss items or objects students use at school. Consider specific book talk strategies such as: providing examples of "standard" fiction book talk that includes the title, author, illustrator, and a summary of the story with a focus on the characters and the plot. To help students engage as the selection is read, turn the book so that students can see the illustrations or suggest they close their eyes so that they can see pictures in their minds. Pause intermittently and enunciate initial sounds at times. Invite suggestions of other words that start with a similar sound. This is a good opportunity to model how fluent, competent readers read.

ii) To reinforce the initial sound phonics skill, students take out five objects found in their desks. With a partner, they play I Spy something that starts with a "T," or whatever appropriate initial sound an object on the desk begins with. The partner identifies the object. That partner prints the corresponding alphabet letter using a finger on the desktop, using a crayon and paper, or tracing the alphabet letter in a provided sand/salt tray. See Notes to Teacher for suggestions on providing sand/salt trays. If correct, the student can take it off the partner's desk and place it elsewhere. As a result, this game is best played side by side so that the partner can verify correct alphabet letter usage. Continue the game until both desktops are empty.

Observe students who appear to have difficulty discriminating these sounds and note in anecdotal format.

6. Eye Spy Sentences -
As a whole group, create student-generated sentence cards using objects on their desk from step five, for example,"I spy a pencil," or "I spy a ruler." Create multiple sentence cards based on student suggestions. Incorporate picture clues beside the nouns to support emergent readers. Invite students to read along these sentences.
To provide students with strategies to unlock unfamiliar words, reinforce the cueing systems suggested below:
Semantics: Does it make sense?
Syntax: Does it sound right?
Graphophonics: Does it look right? (Readers use the initial consonant as their first graphic cue.)

As the teacher records the sentences, he/she reinforces the need to include finger spaces between words, a capital letter at the beginning of a sentence, and a period at the end of a telling sentence using prompts such as: "What do you think the word starts with? Do you hear a middle sound? Do you hear an end sound?" To play this game, a student volunteer may hold a selected sentence strip. The whole class reads along. If students have the object indicated in the sentence strip it may be placed elsewhere. Continue play until a student has eliminated all the objects. That student calls out "I Spy" and once it has been verified that the correct objects were removed, the winner may become the next sentence strip holder. Once confidence has been established, students could play a Secret I Spy game, where the sentence strips are read silently.

This is a good opportunity for teacher observation of reading development.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Partnering students with those who have strong communication skills for modelling of language, pronunciation, and listening would be beneficial. Discuss with students to ensure that they understand each task, and check often for comprehension of expectations and activities which will ensure maximizing their potential.

Resources

BLM 1.1 I Spy In My School	BLM_1.1_SpyinSchoolChart.cwk
BLM 1.2 I Spy In My School Initial Assessment Checklist	BLM_1.2_InitialAssesmtCheck.cwk
BLM 1.3 Assessing Oral and Visual Communication	BLM_1.3_OralVizAssesmtCheck.cwk
The Watcher	Brenda Silsbe
Franklin Goes to School	Paulette Bourgeois
Froggy Goes to School	Jonathon London
The Frog Principal	Stephanie Calmenson
Little Witch Goes to School	Deborah Hautzig
Miss Nelson has a Field Day	Harry Allard
Miss Nelson is Back	Harry Allard
Miss Nelson is Missing	Harry Allard
Morris Goes to School	Bernard Wiseman
Mr. Tanen's Ties	Margery Cuyler
Thomas' Snowsuit	Robert Munsch
Show and Tell	Robert Munsch
shoe box lids	1
black tempra paint	1
table salt or sand	

Notes to Teacher

Suggested words to include on the developing, class-generated word wall, as they appear on provided BLMs are: clock, ball, pen, pencil, school, glue, tape, book, church, mouse, computer, bus, phone.

Sand/salt tray: This provides kinesthetic learners with an opportunity to maximize their learning styles. Gather shoebox lids and paint the inside black. Pour table salt or sanitized sand into the shoebox lid to measure about 1 cm in depth. This provides a delightful medium for students to print alphabet letters. This is also an excellent accommodation for the visually impaired learner.

Note: A safety precaution would be to remind students to avoid eye and mouth contact with salt or sand granules.

Teacher Reflections

Description

A shared reading experience using suggested children's literature books is provided for students to explore unique God-given features of themselves and others. The teacher models written language by recording unique features of the main character within expository text frames. Through a journal response, students isolate two or three unique features about themselves. Students interview a classmate, using a provided template to record unique features about that student. Students are encouraged to use periods at the end of the sentences. These features are then transferred to expository text frames to create a flip-up I Spy Guessing Profile which is incorporated into a classroom display. Students orally present their completed flip-up I Spy Guessing Profile to the whole group in order for the class to guess the mystery classmate. This rehearsal provides experience with interviewing techniques, an awareness of sentence completion, and practice in presenting information in a confident and comprehensive manner for the culminating task.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Expectations

1e2 A	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
1e3 A	• write simple sentences using proper punctuation (i.e., periods);
1e4 A	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
1e6	• begin to revise written work, with the assistance of the teacher;
1e7 A	• use and spell correctly the vocabulary appropriate for this grade level;
1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e11 A	– use a period at the end of a statement;
1e17	– print legibly (capitals and small letters);
1e18 A	– leave spaces between words.
1e21	• read independently, using reading strategies appropriate for this grade level;
1e22	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;
1e24	• understand the vocabulary and language structures appropriate for this grade level;
1e25	• use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.
1e26	– use their knowledge and experience to understand what they read;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Expository Text Frames
Interview
Learning Log/journal
Oral Presentation
Writing Process

Assessment

See BLM 2.1, Criteria for Assessing Personal Journal Entry.
The emergent writer's checklist includes these writing skills and criteria based on the observation of the personal journal, left to right progression, alphabet letter formation, letter reversal, use of proper punctuation, and spacing between words. Writing behaviour comments can be included such as perseverance, focus, frustration, concentration, pencil grasp, etc.

Assessment Strategies

Response Journal

Assessment Recording Devices

1e30	– predict what may happen next in a story, and revise or confirm predictions;
1e31	– express their thoughts and feelings about a story;
1e34	– use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);
1e37	– use phonics as an aid in learning new words;
1e39	– understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
1e41	• communicate messages, and follow basic instructions and directions;
1e43	• listen and react to stories and recount personal experiences;
1e45	• apply some of the basic rules of participating in a conversation and working with others;
1e48	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
1e55	– allow others to speak, and wait their turn in conversations or class discussions;
1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;

Checklist
Anecdotal Record

Teaching / Learning

1. Eye Spy Me -

i) Choose a recommended children's literature book such as *I Like Me* by Nancy Carlson. Initiate a discussion to introduce the reading focus about unique features of themselves. This links new ideas to personal ideas or prior knowledge. Try to predict or anticipate the content or the vocabulary as the book is read. Read with enthusiasm to motivate children to want to listen as you read. Pause briefly and offer an explanation of concepts the children need to know and highlight similar features of individual students. Consider a book talk strategy, such as asking students why they enjoyed or admired the main character or by retelling the favourite part of the story. Talk about why students enjoyed that part. Upon completion, hold a guided conversation in which students talk about and reflect on the book.

ii) In order to model and prepare students for their self-reflection journal response, the teacher may take on the role of the story's main character. Within this role, the teacher can then record student-generated ideas that the main character would write about itself. If possible, use props to enhance the role-play. On a chart, record unique features of the main character in order to model written language. While in character, the teacher then can record sentences such as:

My name is _____.
I have _____.
I like _____.
I am _____.

Consider following these suggested sentence frames as they complement BLM 2.2, Who Do You Spy? that students record on later within this subtask.

iii) In order to develop fluency and assist continued reading development, read aloud the entire recorded selection on the chart and point to the print. Pause at the periods and explain that the reader's voice stops at this punctuation mark. Other possible strategies to rehearse reading fluency could be:

a) students wearing blue read one sentence, students wearing red the next;
b) everyone reads and claps on the period;
c) all students wearing blue read the sentences written in blue, etc.

iv) In their personal journals, students write unique features about themselves. Possibly encourage students to illustrate a picture of themselves first, in order to assist in formulation and clarification of ideas. Encourage students to talk to a partner about the self picture. This talking time reaffirms and enhances their ideas. This opportunity to record their own thoughts about themselves, provides insight into what each student knows about writing, what the student is learning to do as a writer, and what might benefit the child for further progress. Observing students as they write in their personal journals provides the opportunity to observe important writing behaviours such as perseverance, focus, frustration, concentration, pencil grasp, etc. Record observations using BLM 2.1, Criteria For Assessing Personal Journal Entry.

2. Eye Spy a Friend -

i) Read aloud a book about friends or classmates, such as *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. Focus in on the rhythm and the rhyme. Encourage students to predicate the pattern by reading aloud the answers to the provided questions. Draw attention to the unique features of the children in the illustrations. Play a game of I Spy while displaying the book, identifying unique features of the children in the book, for example,"I Spy someone with brown hair and blue eyes." This could proceed to a game which includes features of students within the classroom. Encourage students to pose questions for classmates to solve. To enhance reading development, the questions and responses could be recorded on chart paper and then read aloud.

ii) Each student interviews a classmate to discover unique features about someone else. This enhances an appreciation of the similarities and differences between individuals. Using the provided prewriting interview visual organizer, BLM 2.2, Who Do You Spy? students interview a classmate. They will ask about favourite foods, sports, pets, and unique physical features. Encourage the use of pictures and words found on the class-generated word wall when recording information. Consider modelling an interview technique by choosing a student to interview. Model possible ways to record on the interview visual organizer. This interview process provides students with prior experiences to prepare them for the culminating task.

iii) Using this visual organizer, students complete sentence starters to create a flip-up I Spy Guessing Profile. A sample of the sentence starters needs to be presented to the whole group, read aloud, as well as modelled for suggested sentence endings. The teacher needs to demonstrate how to record sentence completions. Perhaps this could be completed on the chalkboard or other erasable media. This process should be repeated several times. Recommended format:

Who Do You Spy?
My friend is _____.
My friend has _____.
My friend likes _____.

iv) Based on the friend interview, students complete the same sentence starters independently on BLM 2.2, Who Do You Spy? Encourage students to refer to their interview information recorded on the top portion as they formulate the sentence endings. Encourage the use of periods. Students should reread and self-edit what they write, to make sure they do not forget a word or punctuation. Invite students to take their draft to the classmate they are writing about and share it in order to reaffirm proper completion and spelling. Have students proofread for a final time to ensure that it is their best effort.
Through a conference, this draft should then be edited by the teacher because this will be a displayed, published piece of writing. Because this activity may be performed earlier in the (Grade 1) year, the teacher may prefer to record students' final drafts by the use of word processing software. Capitalize on the use of junior peers or parent volunteers to complete this process.

v) In order to complete the flip-up I Spy Guessing Profile, students are provided with pre-made, flip-up booklets. These may be made by cutting 8 x 11 letter-size papers in half. Staple the halves, along the top of full 8 x 11 letter-size papers. On the top half sheet, place the completed Who Do you Spy? student responses. On the underside full page, students draw the friend's head only, positioned in such a manner

that the flip-up portion covers at least the top half of the face. Consider using a school camera for this element.
This I Spy Guessing Profile will be presented by students from an author's chair. The author sits in this chair and reads aloud the text. The audience tries to guess the hidden friend. The author's chair is a place where students can gather to share their writing. They can receive encouraging feedback concerning their works-in-progress or their published writing, and gather suggestions from their classmates, as well as the teacher. They develop an awareness of the respective roles of presenter and audience member. Readers should be encouraged to practise reading their writing before coming to the author's chair. The listeners are then treated to quality author reading.

These flip-up profiles could be displayed in the classroom or on a bulletin board. Consider placement to enhance a primary student's visual level, so that ongoing exploration of reading print will be encouraged. After these are removed, consider including them in a class-published collaborative book for sharing with family members or placing them into individual portfolios along with their prewriting and first draft.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Partnering students with those who have strong communication skills for modelling of language, pronunciation, and listening would be beneficial. Discuss with students to ensure that they understand each task, and check often for comprehension of expectations and activities which will ensure maximizing their potential.

Resources

BLM 2.1 Criteria for Assessing Personal Journal Entry Checklist	BLM_2.1_AssesmtJournalCheck.cwk
BLM 2.2 Who Do You Spy?	BLM_2.2_WhoYouSpyWorksheet.cwk
Olivia Saves the Circus	Ian Falconer
Yoko	Rosemary Wells
ABC I Like Me	Nancy Carlson
I Like Being Me	Judy Lalli
Life is Fun	Nancy Carlson
What Makes Me Happy?	Catherine Anholt and Laurence Anholt
What I Like	Catherine Anholt
God Loves Me Just the Way I Am	Pat Winston
Tacky the Penguin	Helne Lester
I Should Be Me	Julianne Desautels
Ruby the Copycat	Peggy Rathman

I Wish That I Had Duck Feet	Theo LeSieg
Who Am I?	Michelle Hackerott
Quick As a Cricket	Audrey Wood
Just Me and My Friend	Mercer Mayer
That's What a Friend Is	P.K. Hallinan
Penguin Pete's New Friends	Marcus Pfister
What's the Recipe for Friends?	Greg Williamson
Don't Need Friends	Carolyn Crimi
Little Beaver and the Echo	Amy MacDonald
Little Bear's Friend	Else Homelund Minarik
Emma's Magic Winter	Jean Little
Little Polar Bear and the Husky Pup	Hans De Beer
Little Polar Bear Finds a Friend	Hans De Beer
My Friends and Me: A First Look at Friendship	Pat Thomas
A Rainbow of Friends	P.K. Hallinan
chart paper	
markers	
stapler	
drawing tools	
pre-made flip-up booklet	1
camera	

Notes to Teacher

Refer to the Unit Overview, Notes to Teacher section for comments about daily read aloud sessions.

Ensure that parental permission to take pictures of students has been obtained before taking and/or displaying photographs of students.

Teacher Reflections

Description

This subtask allows students to review the key components of published books. They identify important conventions of writing and reading for this grade level. These are explored through whole group reading experiences and rehearsed using various easy-to-read children's picture books. Throughout this subtask, the teacher models effective reading skills such as pausing at the end of a sentence. After rehearsal, students read easy-to-read books to a small group. With a partner, they isolate initial sounds, as well as identify and record a specific sentence within the text. Students are introduced to the use of a question mark at the end of an asking sentence. They rehearse questioning techniques through partner activities. They are encouraged to be respectful listeners. They manipulate word cards to formulate asking and telling sentences. The ability to record an asking sentence prepares students for the response in the culminating task. In order to assess their developing reading ability, students complete a provided blackline master which poses questions for the student to respond to with a simple YES or NO.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Expectations

1e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);
1e2	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
1e3	• write simple sentences using proper punctuation (i.e., periods);
1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e11	– use a period at the end of a statement;
1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
1e21 A	• read independently, using reading strategies appropriate for this grade level;
1e24 A	• understand the vocabulary and language structures appropriate for this grade level;
1e25	• use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.
1e28 A	– follow written directions;
1e29 A	– reread all or parts of a written piece to clarify their understanding of its meaning;
1e34	– use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);
1e36	– use simple sound patterns (e.g., rhyming words) to learn new words;
1e37	– use phonics as an aid in learning new words;

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Visual/graphic Organizers
Read Aloud
Questioning Process
Directed Reading-thinking Activity
Book Talks

Assessment

Consider including BLM 3.3, Can You Spy? as part of students' portfolios.

Assessment Strategies

Questions And Answers (oral)
Select Response
Portfolios

Assessment Recording Devices

Anecdotal Record

1e39	– understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
1e45	• apply some of the basic rules of participating in a conversation and working with others;
1e48	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
1e51	– present ideas in speech in a coherent sequence;

Teaching / Learning

1. Can You Spy in a Big Book? -
Preselect a children's literature big book which has asking questions such as *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr., or perhaps revisit *Brown Bear, Brown Bear, What Do You See?*
Note: Avoid using Polar Bear, Polar Bear, What Do You Hear? if using the CCC Grade 1 Mid Year Assessment Unit.

After this big book is shared, use book talk strategies such as identifying the title, author, illustrator, etc., through the use of an I Spy game. Use the following question format:
Can you spy the title?
Can you spy the author?
Can you spy the page numbers?
Can you spy a period?
Can you spy something that starts with mmm? (Explore a variety of initial sounds.)
Can you spy a sentence?
Can you spy a question mark?
Discuss with students the proper use of a question mark at the end of an asking sentence. Model how the reader's voice fluctuates when reading an asking sentence.

To model writing behaviours, record questions asked to students. Incorporate picture clues at the end of each sentence to provide support for emerging readers. Point out the use of capitals at the beginning of a sentence and a question mark at the end. To prepare students for the partner activity, read aloud and review these class-generated sentences several times in a choral reading experience.

2. Can You Spy in an Easy Read Book? -
i) Using various easy-read children's picture books, each student repeats the above Can You Spy? game, reading aloud each sentence from the class-generated question chart to a partner. The partner answers the question by referring to the easy-read book. To develop reading fluency further, allow students to practise reading the book together. Listening tapes should be provided for further support. Interested students may read their books to a small group using a "four corners" read aloud technique. See Notes to Teacher for further explanation of this technique.

ii) With a partner, play I Spy a Sentence game. One student records a selected sentence from the book's text and records it on a sentence strip, making sure to intentionally omit the capital at the beginning of the sentence and the period. The partner is to correct the missing conventions on the sentence strip by using yellow sticky notes to replace the error at the beginning and the end of the sentence. Encourage students to find any asking sentences in the book and continue the game. Make sure they include a question mark at the end of the sentence. Revisit with the whole group and share examples of these asking sentences. Encourage the use of a peer tutor strategy by allowing students to share and read aloud their sentence strips to other classmates.

3. Can You Spy a Beginning Sound? -
i) Collect school objects that have been included on the word wall such as a pencil, a soccer ball, a clock, etc. These are used for the Secret I Spy a Sound game. Students record on a small paper plate the word YES on one side and NO on the opposite side: These are used as their responses. The teacher informs students that they will be spying with their ears. A volunteer holds up a selected found object from the collection and asks, "Can you spy a sssssssss?" enunciating the initial sound of the object. Encourage intentional errors to try and trick

classmates. The rest of the class indicates responses by silently showing the correct side of the paper plate. Have a student locate the word for the found object on the word wall and its initial sound on the classroom's alphabet line. See Notes to Teacher for possible enhancement techniques. Repeat several times and record an example of the asking sentence on the board which will be pointed to as the question is read aloud. Play could continue in partners or within small groups based on newly found objects.

ii) Using the provided visual organizer, BLM 3.1, Can You Spy a Beginning Sound?, students explore an easy-reading book and illustrate objects within this book that begin with that sound. Suggest that if the indicated sounds are not in the book students may replace these letters on the BLM by using a yellow sticky note and recording the new initial sound on it. Students should find as many objects as possible and illustrate and label each.

4. Can You Spy an Asking or Telling Sentence? -
Using BLM 3.2, Can You Spy a Sentence?, make an acetate copy for the teacher's use, as well as copies reproduced on card stock for students to cut and manipulate the words. As a whole group, using the overhead projector, the teacher models sentence formation using the acetate word cards. The teacher creates asking and telling statements, using the provided suggested sentence pattern, including an object from the classroom found on the word wall. An example could be:
Can / you / spy / a / _____/ ?/ (clock)
The teacher models reading each word aloud and manipulates the words so that students can witness the formulation of the acetate words into sentences. The teacher should hold up a concrete object from a collection of school objects. Sometimes the teacher should intentionally hold up an incorrect object. Using the YES - NO paper plate from the Secret I Spy a Sound game, students will respond. Intentionally manipulate the position of the "Can" card and the "You" card so that the sentence changes from an asking to a telling sentence. Challenge students to identify the necessary punctuation needed. When do we need a capital? A period?
Note the required use of the capitalized "You" and "Can" cards, which are provided.
You / can / spy / a / _____ / .
After several opportunities, invite a student volunteer to place the correct punctuation card after the statement, or allow students to create new sentences on the overhead.
Students repeat this game with a partner, using student copies of BLM 3.2, Can You Spy a Sentence? It is necessary for students to create new word cards for the last word in the sentence, using different school words found on the word wall. After ample opportunities to create a variety of telling and asking sentences, give each student a plastic bag or envelope to take home and play the game with a family member.

Students complete BLM 3.3, Can You Spy? independently, in order for the teacher to observe and assess students' current reading progress. Consider including this blackline master, as evidence of learning, into students' reading progress portfolios.

Adaptations

Resources

BLM 3.1 Can You Spy a Beginning Sound?	BLM_3.1_BeginSoundWorksheet.cwk
BLM 3.2 Can You Spy a Sentence?	BLM_3.2_SentencesWorksheet.cwk
BLM 3.3 Can You Spy?	BLM_3.3_CanYouSpyQuestions.cwk
The 13th Clue	Ann Jonas
The Eye Book	Theo. La Sieg

Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.

paper plates 1

collection of found school objects

yellow sticky notes

overhead acetate

plastic bags or envelopes 1

scissors 1

overhead projector 1

listening centre

Notes to Teacher

Four corners read aloud technique: Place a chair in the four corners of the classroom, where students can share rehearsed reading books. Students can entice classmates into their corner by announcing, "Today I am reading a non-fiction book called _____." Interested classmates become their audience and remain stationary throughout the session. Ensure the listening audiences are somewhat equal in number. Upon completion, the listeners provide the reader with compliments. This facilitates four students reading at one time and allows the teacher an opportunity for a walkabout observational assessment of oral reading skills.

Read the room technique: A wide variety of pointers can be used to motivate students' interest in reading words found in the classroom or on the word wall. Some suggestions include a flashlight as a spotlight, zany fly swatters, witches' fingers, puppets, etc.

Note: Avoid using Polar Bear, Polar Bear, What Do You Hear? if using the CCC Grade 1 Mid Year Assessment Unit.

Teacher Reflections

Description

In this subtask, students generate a nonsense I Spy poem, featuring objects found within a classroom. Through chanting and shared reading experiences with this class-generated poem, students enhance their reading development. They also gain respect for their contributions and those of others. Specific vocabulary and action words are reviewed. These skills are needed in the culminating task. In small groups, students use cut and paste collage techniques to illustrate a verse of the class-generated poem. Students also label each object in the collage and use yellow sticky notes to isolate the initial sounds. This technique provides rehearsal for students' responses in the culminating task. Each group orally presents the verse and poses asking questions to the audience, such as, "Can you spy something that starts with a __ sound?" This provides further review of questioning techniques necessary for the culminating task. These group responses are organized sequentially to create a collaborative classroom published poetry book. A classroom discussion focuses on the key components that are required in a published book.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

Expectations

1e56 A	– listen to and comment positively on the contributions of others in group and class discussions;
1e52	– notice and respond to unusual features of language (e.g., alliteration, rhythm, onomatopoeia);
1e55 A	– allow others to speak, and wait their turn in conversations or class discussions;
1e48	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
1e45 A	• apply some of the basic rules of participating in a conversation and working with others;
1e41 A	• communicate messages, and follow basic instructions and directions;
1e36	– use simple sound patterns (e.g., rhyming words) to learn new words;
1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;
1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
1e7	• use and spell correctly the vocabulary appropriate for this grade level;
1e4	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
1e1 A	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Brainstorming
Chanting
Collage
Read Along
Rehearsal/repetition/practice

Assessment

Students complete the self-assessment checklist, BLM 4.1, When I Speak in a Group. When I Listen in a Group. Criteria for this assessment will include: eye contact, articulation, volume, taking turns, and active listening. Due to the quantity of the language on this checklist, it may be best if completed with a teacher conference or presented and read aloud to the whole group. The teacher assesses each student using a rating scale.

Assessment Strategies

Self Assessment

Assessment Recording Devices
Checklist
Rating Scale

Teaching / Learning

Read aloud a book about school personnel and discuss the various staff members. See Resources for suggested titles. Consider inviting other staff members into the classroom to read at this time. Encourage students to observe unique features of the staff members. Consider creating a class-generated staff member experience chart and record each visiting staff member's name and two or three unique features about each staff member. This will provide support for the culminating task. Continue to add to this chart throughout the unit as occasions arise when more information can be added about others.

Provide students with variations of guided reading, for example:
- guide students through the pictures;
- read the first page or two and begin to discuss content, setting, characters, and storyline in a fiction selection;
- encourage students to predict what will happen next in the story;
- together look through the book to explore the layout, draw conclusions, and set a purpose for reading the selection;
- encourage them to retell it in their own words as the teacher listens for specific inclusions such as the student's ability to put ideas into his/her own words, retell parts in order, and include important details and exclude the unimportant ones.

1. Can You Spy Our School Staff? -
i) Students create a class-generated nonsense poem based on the provided pattern below. Using a three-column, large chart paper as a graphic organizer, list rooms found within the school, the corresponding staff member who works in that room, and zany actions the staff member could possibly do within that room. The action words should have -ing endings. Use these student ideas to complete a whole group-generated poem.
A possible pattern to follow:

In the (room), I spy (Name).
I spy (Name) (action word) (interacting with an object in the room)
For example:
In the library, I spy Mr. Jones.
I spy Mr. Jones sleeping on the books.
In the gym, I spy Mrs. Smith.
I spy Mrs. Smith eating a basketball.

Include enough verses so that groups of two or three students are able to illustrate one verse.
As a whole group, share and read aloud the created poem.
Incorporate reading strategies such as:
a) reading aloud and clapping on the name of the staff member;
b) reading aloud and practising pausing on the periods;
c) reading aloud and dramatizing the action;
d) circling all the words that start with a capital, and circling all the periods;
e) isolating initial sounds, for example, "Can you spy a word that begins with sssssss?"

ii) Tell students that this poem can be enjoyed by other students in the school if it is compiled into a published collaborative class book and placed in the school or classroom library/resource centre. Review the necessary elements that need to be included in a published book, such as a book cover, title, authors,

illustrators, title page, reader's comments page, etc. The teacher cuts the created verses, flips them over and has small groups of students select a verse to illustrate. The verse could be glued onto a larger sheet of paper to provide space for the illustrations. Provide a variety of art materials. The illustration should include the staff member performing the zany action, as well as the correct physical features of that staff member. In order to prepare students for the cut and paste collage technique for the culminating task, provide students with magazines to locate objects found in a particular room in a school. Cut and paste these around the staff member.

Group Skill Development:
Encourage students to reaffirm their choice of magazine pictures with other members of the group before selecting. Through discussion, encourage students to look at the person in the group when that person speaks, ask questions if they need clarification, and wait their turn to speak. They are provided with yellow sticky notes to print initial sounds of the magazine pictures on and stick beside the pasted object. Compile these responses to create a class big book. Encourage student input into the title and possible book cover style. Ensure that each student signs the author and illustrator page. Invite the student groups to read their published verse and pose asking questions to the audience, such as, "Can you spy something that starts with a _____ sound?" This provides further review of questioning techniques for the culminating task. Use BLM 4.1, When I Speak in a Group. When I Listen in a Group Checklist as a student self-assessment tool and incorporate into portfolios.

Adaptations

Resources

BLM 4.1 When I Speak In a Group. When I Listen In a Group Checklist	BLM_4.1_GrpSpeakListenCheck.cwk
BLM 4.2 When Speaking/Listening in a Group Rating Scale	BLM_4.2_GrpSpkLstnRateScale.cwk
Thank You Mr. Falkner	Patricia Polacco
Mr. Tanen's Ties	Margery Cuyler
Miss Nelson has a Field Day	Harry Allard
Miss Nelson is Missing	Harry Allard
Miss Nelson is Back	Harry Allard
Froggy Goes to School	Jonathan London
Show and Tell	Robert Munsch
When Will I Read?	Miriam Cohen
The Frog Principal	Stephanie Calmenson
We Share Everything	Robert Munsch

Amanda Pig, Schoolgirl	Jean Van Leeuwen et al
Little Witch Goes to School	Deborah Hautzig
Franklin Goes to School	Paulette Bourgeois
This is the Way We Go to School: A Book About Children Around the World	Edith Baer et al
Teach Us Amelia Bedelia	Peggy Parish
Morris Goes to School	Bernard Wiseman
markers	
general art materials	
magazines or catalogues	1
scissors	1
glue	1
yellow sticky notes	

Notes to Teacher

Prearrange for staff members to visit the classroom perhaps to read aloud a suggested school book to the students. Encourage students to observe unique positive features of this staff member. Consider creating a class-generated staff member experience chart and record each visiting staff member's name and two or three unique features about each staff member. This will provide support for the culminating task. Continue to add to this chart throughout the unit, as occasions arise when more information can be added about others.

Teacher Reflections

Eye Spy

Language A Unit for Grade 1

160 mins

Description

This subtask further develops grade level reading, writing, oral, and visual communication skills through activity-based learning centres, with a focus on the Eye Spy theme. An emphasis is placed on cooperative learning in order to celebrate the achievement of group goals. Students experience and explore language to enhance and rehearse prior knowledge and skills. Grade level concepts such as auditory discrimination of initial sounds, sight and colour word match, character analysis, sentence rehearsal, and visual representation are developed. These skills prove useful for the culminating task. Opportunities are provided to work with a partner, a small group, as well as independently.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 5f - Catholic Graduate Expectation - A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.

Expectations

1e3	• write simple sentences using proper punctuation (i.e., periods);
1e7	• use and spell correctly the vocabulary appropriate for this grade level;
1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
1e60 A	– create some simple media works (e.g., tape-record sounds for a story).
1e56 A	– listen to and comment positively on the contributions of others in group and class discussions;
1e55 A	– allow others to speak, and wait their turn in conversations or class discussions;
1e51 A	– present ideas in speech in a coherent sequence;
1e45 A	• apply some of the basic rules of participating in a conversation and working with others;
1e41 A	• communicate messages, and follow basic instructions and directions;
1e40	– use some basic conventions of formal texts to locate information (e.g., book title, page numbers).
1e39	– understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
1e38	– use punctuation to help them understand what they read (e.g., period, comma);
1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;
1e34	– use predictable word patterns to determine the

Groupings

Students Working In Pairs
Students Working In Small Groups
Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Peer Practice
Literature Circles
Puppetry
Rehearsal/repetition/practice
Retelling

Assessment

Criteria to consider in your anecdotal comments:
-Does the student communicate ideas clearly?
-Does the student listen to others talking?
-Does the student take risks?
-Does the student persist at a task when it is difficult?
-Is the student curious?
-Does the student ask questions?
-Does the student accept routines and expectations?
-Does the student solve his/her own problems and help others with theirs?
-Does the student work cooperatively with others?

	meaning of sentences (e.g., I saw the bird/I saw the dog);
1e25	• use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.
1e24	• understand the vocabulary and language structures appropriate for this grade level;
1e21	• read independently, using reading strategies appropriate for this grade level;
1e20	• read aloud in a way that communicates the meaning;

-Does the student take turns?
-Does the student encourage others to do their best?
-Does the student use supportive language?

Consider using BLM 4.1, When I Speak In a Group/ When I Listen In a Group Checklist for student self-assessment.

Assessment Strategies
Observation

Assessment Recording Devices
Anecdotal Record

Teaching / Learning

Opportunities to foster an environment of cooperation and collaboration are provided through activity-based learning centres. This helps to promote a community of learners and enables students to develop a climate of mutual trust and respect. These centres provide review and rehearsal of knowledge, skills, and applications from previous subtasks. This rehearsal maximizes students' potential for the required elements within the culminating task.

Possible choices of learning centres:

Centre One - Eye Spy a Sound - Students Working in Pairs - Provide enough copies of *I Spy* books by Jean Marzollo, or any other available search books for partners to share. Refer to the Resource List for possible choices. Provide partners with one die which has six initial consonant letters printed on the sides. Choose sounds which have been explored in the previous subtasks. A student rolls the die and finds a picture of an object in the *I Spy* book which begins with that sound. The partner should reaffirm the student's selection. Consider providing recording sheets for students to illustrate objects that they find. See BLM 5.1, Roll a Die. This will provide an at-a-glance assessment for the teacher.

Centre Two - Eye Spy Concentration Game - Students Working in Small Groups - Reproduce BLM 5.2, I Spy Colours, on cover stock. The teacher creates a set of cards with one side illustrating matching colours. This creates Eye Spy colour sentences and colour cards for students to play the game. The student chooses a sentence card which is facing down and reads it out loud, e.g., "I spy yellow." That student tries to match it with a selected colour card which has been placed face down. If the student makes a match between a sentence card and a colour card, the cards may be kept. If not matched, they are returned face down. Play continues until all cards have been matched. The winner is the student with the most cards. Encourage students to play fairly and use supportive language such as, "Terrific! You have a match!"

Centre Three - Eye Spy a Book Character - Students Working in Small Groups and Individually - At the listening centre, provide books and a tape appropriate for the general reading level of the students. Consider selecting a story with a main character and pictures that enhance their understanding of the text. Each student should have their own copy of the text to follow along. After listening to the story, students complete BLM 5.3, I Spy a Character. Students will complete sentence starters about the main character. This will provide insight into their listening comprehension.

Centre Four - Can You Spy Game? - Students Working in Pairs - Reproduce BLM 5.4, Can You Spy? on cover stock and colour and glue the provided pictures on the back side. These prepared sentence cards are placed with the sentence facing up in a pile. Partner A holds up a sentence card. Partner B reads it aloud. Partner A reaffirms Partner B's reading because the picture of the object has been glued on the back side of

the sentence card for checking. If read correctly, Partner B gets to keep the card. If incorrect, it is placed on the bottom of the pile. Switch roles after each sentence card. Remind students to refer to provided class word wall for unknown words.

Centre Five - Eye Spy a Mural Story - Students Working in Small Groups - The group cooperatively chooses a story book that the teacher has read in a previous subtask. As a group, encourage students to retell the story by observing the illustrations only as the pages are turned. Students take turns retelling each page. The group picks a favourite part of the story and paints a mural depicting the events. Encourage the inclusion of all the characters, as well as a detailed setting. Students record captions on paper strips for the mural. These captions could be the title of the book, the author's name, as well as asking sentences to entice the audience to solve the riddles. Suggestions could be:
Can you spy the title?
Can you spy the author's name?
Can you spy the setting?
Can you spy a character?
Can you spy the sun?
The mural should be displayed for student interaction.

Centre Six - Eye Spy a Friend Mobile - Students Working in Small Groups - Each student in the group prints his/her name on an index card. Place them face down and mix. Students pick a card and draw a small picture of that group member on a larger card. Write a word or words that tell about the group member's unique features on a different card strip. Students may attach these together using a paper hole punch and provided string or yarn. The cards could be attached to one another in a horizontal manner with the picture, the name, and the feature card hanging down. This could then be attached to the bottom of a card with the caption: I spy a friend. These could be displayed in the classroom as mobiles.

Upon completion of centre rotation, initiate a whole group discussion for feedback from students about their partner or group activities. Encourage student suggestions for possible solutions to problems encountered and how they may be avoided. Celebrate students who demonstrated cooperative learning.

See Notes to Teacher for suggestions on how to foster a spirit of loving cooperation in your classroom.

Adaptations

Resources

BLM 5.1 Roll a Die	BLM_5.1_DieRollingWorksheet.cwk
BLM 5.2 I Spy Colours	BLM_5.2_ISpyColours.cwk
BLM 5.3 I Spy a Character	BLM_5.3_CharacterWorksheet.cwk
BLM 5.4 Can You Spy?	BLM_5.4_CanYouSpyCards.cwk
I Spy School Days: A Book of Picture Puzzles	Jean Marzollo
The Amazing I Spy ABC	Ken Laidlaw

Each Peach Pear Plum	Janet and Allan Ahlberg
I Spy In the Jungle	Damon Burnard
I Spy In the Ocean	Damon Burnard
Look-Alikes	Joan Steiner
Look-Alikes Jr.: Find More Than 700 Hidden Everday Objects	Joan Steiner
Alphabet City	Stephen Johnson

- **small wooden cubes for consonant die**
- **colouring tools**
- **mural paper**
- **glue**
- **string or yarn**
- **hole punch**
- **scissors**
- **paints and paint brushes**
- **listening centre with headphones**

Notes to Teacher

To foster a spirit of cooperation in your classroom, consider encouraging students to help one another to learn by modelling how to support, coach, and mentor. Use and encourage the use of supportive language such as: Any problems? Any questions? We seem to have a problem with _____. What can we do together to work things out? Way to work! Way to cooperate! Isn't it wonderful when we work together?

Encourage student work and share group skills. Students can begin to learn about group responsibilities such as taking turns, asking helpful questions, giving positive feedback, being a good listener, using supportive language, etc.

Learning centres are most effective if all the necessary materials and supplies are organized and in place. Establish consistent set-up and cleanup routines.

Teacher Reflections

Description

In this subtask, students explore the *I Spy* books by Jean Marzollo and Walter Wick, or other similar search books. In order to value and honour the important role of the family, a family component is included. Students are encouraged to do an assigned initial sound search of objects they find in the home or school. Following the Can You Spy? language pattern, a family-generated collaborative book is created at school including all elements of a published book. Students participate in a "four corners" read activity to present their family's response to a small group. Students also use the *I Spy* books to create individual student bookmarks. On each bookmark, students record two or three asking sentences,enticing the audience to spy school objects found within the book, for example, Can you spy a desk? Can you spy a clock? Correct punctuation is reinforced. The bookmarks are inserted into the corresponding pages of search books. Students are encouraged to trade and explore the riddles inserted into the proper page in the book. The class also publishes a collaborative class I Spy book, which is computer-generated, using a computer graphic program such as Corel Draw or KidPix. In pairs, students create a computer-generated page that highlights a sketch of themselves with a collage of school objects. They record appropriate text on their pages. This prepares students for the independent response in the culminating task.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 6c - Catholic Graduate Expectation - A Caring Family Member: Values and honours the important role of the family in society.

Expectations

1e56	– listen to and comment positively on the contributions of others in group and class discussions;
1e55	– allow others to speak, and wait their turn in conversations or class discussions;
1e48	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
1e47 A	• create some simple media works;
1e46 A	• view, read, and listen to media works with simple messages or factual information and describe what they have learned;
1e44	• respond to familiar or predictable language patterns by joining in or using choral response;
1e41 A	• communicate messages, and follow basic instructions and directions;
1e39 A	– understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);
1e38 A	– use punctuation to help them understand what they read (e.g., period, comma);
1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;

Groupings

Students Working In Pairs
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Computer Assisted Learning
Classifying
Buddy System
Graphic Applications

Assessment

Students would benefit from a teacher conference for input on the computer-generated collage to enhance their collage technique in the culminating task. Feedback on their organization and use of words/punctuation would also be advantageous. Use BLM 6.3, Questions to Guide a Conference.

1e21	• read independently, using reading strategies appropriate for this grade level;
1e20	• read aloud in a way that communicates the meaning;
1e16 A	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;
1e11 A	– use a period at the end of a statement;
1e8 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e7	• use and spell correctly the vocabulary appropriate for this grade level;
1e5 A	• use some materials from other media (e.g., computer clip-art) to enhance their writing;
1e3	• write simple sentences using proper punctuation (i.e., periods);
1e2 A	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
1e60 A	– create some simple media works (e.g., tape-record sounds for a story).

Include samples of students finished products in their individual portfolios.

Assessment Strategies
Portfolios
Conference

Assessment Recording Devices
Anecdotal Record

Teaching / Learning

1. Can You Spy at Home? -
i) Select a search book such as *I Spy* by Jean Marzollo or one suggested in the Resource List. As a whole class, with the teacher using read-aloud techniques, explore the riddles and pictures within the book. Encourage student-generated riddles to complement each page. Present students with a copy of the family newsletter/template BLM 6.1, Can You Spy? Explain to students that they are to do an initial sound search of objects they find in a home or a school with a family member. Included on the Can You Spy? template, the teacher pre-records a consonant sound on the top line to avoid duplication of letters, if possible. Students illustrate four objects that begin with that sound. They record asking sentences based on the Can you spy? riddle pattern. Included on the bottom of the template is a brief description of the task for the family member. This bottom feature can be removed before compiling into a class collaborative book.
ii) Upon return to school, students participate in a "four corners" read activity to present their family response riddle page to a small group. This strategy involves four students reading to a small group in each of the four corners in the classroom at one time. Students within the small groups take turns to share and read. Encourage listeners to be attentive and supportive to the presenter. Consider having the listeners provide one or two kind compliments to the presenter. Once all students have shared, compile the pages into a published format using student suggestions and input for all the required elements of a published book.

2. Can You Spy at School? -
Use the available collection of search books and divide students into small groups depending on the number of available books. Students use these search books BLM 6.2, Can You Spy a Bookmark? and record three asking sentences enticing the audience to spy school objects found within the pages, for example:
Can you spy a desk?
Can you spy a clock?
Remind students to refer to the names of school objects found on the word wall. Correct punctuation should be reinforced. Upon completion, the bookmarks are inserted into the corresponding pages of the spy/search book. Students are encouraged to trade and explore the bookmark's request. This sharing could be done with a partner.

3. Computer-generated Eye Spy Book -
Using a computer graphics program such as Corel Draw or KidPix 2, students working in pairs will create a computer-generated page. This page features a sketch of their heads surrounded by a collage of school objects special to them. Consider providing junior buddies to assist with this process. Remind students to include

age-appropriate facial details. On the bottom of the hard copies, students record the modelled caption: This is (student A's name). This is (student B's name).
Can you find a _____, a _____, and a _____?
Compile the completed pages into a published format with student ownership included in the process.

This process prepares students for the independent performance task of creating a collage in the culminating task. Use BLM 6.3, Questions to Guide a Conference, with students.

Adaptations

Resources

BLM 6.1 Can You Spy?	BLM_6.1_CanYouSpyWorksheet.cwk
BLM 6.2 Can You Spy a Bookmark?	BLM_6.2_BookmarkWorksheet.cwk
BLM 6.3 Questions to Guide a Conference	BLM_6.3_GuideQuestions_T.cwk
CorelDRAW 8 Academic	
Kid Pix 2	
I Spy Christmas	Walter Wick/Jean Marzollo
I Spy In the Ocean	Damon Burnard
I Spy - Fun House	Walter Wick/Jean Marzollo
I Spy Fantasy	Jean Marzollo/Walter Wick
I Spy Gold Challenger	Walter Wick/Jean Marzollo
I Spy In the Jungle	Damon Burnard
writing tools	
book binding tools	
computers	

Notes to Teacher

If computers and/or computer assistants are not available, computer-generated Eye Spy Book may become an extension activity.

A letter, explaining the activity BLM 6.1 and the role of the family member, should accompany the activity that is to be completed at home.

Teacher Reflections

Description

To promote a welcoming school environment and a sense of belonging to the school's faith community, students use the knowledge and skills acquired throughout the subtasks to assist them to become more effective communicators. Students become School Ambassadors to highlight important features within the school environment. Students create posters to highlight individual rooms, objects, and adults within the building. These posters are the focus of an oral presentation to reaffirm to classmates the unique elements within the school and to orientate any new students, families, or visitors to the school. The posters entice the audience to locate specific features found within an area of the school by using the I Spy concept. Students identify features of the rooms to be included on the poster, as well as the initial sound of all the features. The school staff member who works in that area is highlighted in a brief written report included on the poster. During this process, students interview, write, read, speak, and provide visual representation of God's world around them. The posters are displayed in the appropriate space within the school so that the audience, such as other students, can interact and confirm the highlighted features of the school. As School Ambassadors, throughout the school year, students provide any new students or visitors to the school a tour of the building using the student-generated posters to highlight important parts of the school community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

Expectations

1e1 A	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);
1e2 A	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);
1e3	• write simple sentences using proper punctuation (i.e., periods);
1e4 A	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);
1e5	• use some materials from other media (e.g., computer clip-art) to enhance their writing;
1e7	• use and spell correctly the vocabulary appropriate for this grade level;
1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
1e11	– use a period at the end of a statement;
1e17	– print legibly (capitals and small letters);
1e18	– leave spaces between words.
1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;
1e38	– use punctuation to help them understand what they read (e.g., period, comma);
1e39 A	– understand the use of some conventions of spelling (e.g., capital letters at the beginning of

Groupings

Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Interview
Oral Presentation
Report
Role-playing

Assessment

Teachers need to create an assessment recording device for the culminating task. Criteria include: reasoning, communication, organization of ideas, and application of language.
Consider using ongoing anecdotal records to record student progress. Insert any valuable student responses into progress portfolios.

Assessment Strategies

Classroom Presentation
Performance Task

sentences);
1e46 • view, read, and listen to media works with simple messages or factual information and describe what they have learned;
1e47 • create some simple media works;
1e48 A • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
1e51 – present ideas in speech in a coherent sequence;

Assessment Recording Devices
Anecdotal Record

Teaching / Learning

Student Task:
1) You will become a School Ambassador to show important places and things in our school.
2) You will create a Can You Spy? poster.
3) On the poster, paste at least six pictures of objects found in one room of the school. One object should be a Catholic symbol or artefact. The pictures of the objects found in the room should be glued in a collage style around the picture of a staff member who works in that room.
4) A brief interview is needed to gather important information about this staff member. You will add three or four sentences to tell about that person.
5) There should be one riddle sentence for each object. Use Can you spy a _____? sentence patterns. All the sentences should have capitals, periods, and question marks in the proper places.
6) When the poster is complete, use yellow sticky notes to place the letter of the initial sound of the object onto the picture of the object.
7) Practise your role of School Ambassador by presenting the poster to your classmates in the assigned room. Your classmates try to solve your Can You Spy? riddles by finding the objects on the poster within that room.
8) If you wish, you may take turns to be a School Ambassador to welcome any new students or visitors who come to the school at a later date. As an Ambassador, when you enter a room, you could share the Can You Spy? poster with the visitor or the new student. This would be a fun way to make these special people feel welcome to our school community.

Recommended Strategies:
Since students are emerging readers, this culminating task assignment is to be presented orally. Perhaps record the above Student Task on a chart to refer to throughout this process.

The teacher needs to ensure that all students have a clear understanding of the task. This helps to eliminate any problems during the independent work sessions. Consider the use of diagrams and visual aids to clarify necessary elements.

Before presenting this culminating task, decide on the visual organization of the elements of the poster.

You may prefer to help students manage the written language which is to be placed on the posters in small work periods. Consider providing each student with an appropriate size and colour of paper for each of the required text elements of the poster. Model possible ways to organize the pictures and the text element papers on the posters before they affix them.

Options to consider for the pictures on the poster:
- Assign a junior peer with knowledge of proper and safe use of the school's digital/regular camera to take pictures of the six objects and the staff member in the room. Arrange adult supervision for these students so that they remain supervised throughout this process.
- Use hand-drawn or computer-generated pictures.
- Use school/office supply order catalogues/magazines.

Possible staff member interview format:
Provide students with a copy of BLM 7.1, Who Are You? to use during the interview. Students should rehearse the script text on the blackline master. This could be accomplished by recording all the elements of BLM 7.1 on a large chart paper and choral reading repetitively as needed. Consider allowing a classmate to go along for the

interview for support, if needed. It is important to indicate to students that the interviewer should be the only person questioning. Some students may feel confident enough to embark on this adventure unassisted. You will need to prearrange appropriate time allotments so that the staff member will be available. For safety precautions, the staff member to be interviewed should be encouraged to come to the classroom where the interview can be held in a quiet place so that students do not venture throughout the building unsupervised.
The teacher needs to provide a template on chart paper with possible sentence starters for the staff member's features:
The teacher's/staff member's name is _____.
She/he has_____.
She/he likes_____.
Can you spy her/him?

Suggestions for sentence riddles:
You may want to provide a sentence starter for the six Can You Spy? sentence riddles, e.g., Can you spy a _____? These could be written on a chart for reference throughout the activity. Observe students who are able to use the class-generated word wall effectively throughout this process.

The proper use of the initial sound yellow sticky notes which students will attach to the posters, should be assessed by the teacher before the oral presentation of the posters. Once assessed, these should be removed by the teacher. Consider adding these observations to your anecdotal comments.

Adaptations

Resources

- **BLM 7.1 Who Are You?** BLM_7.1_InterviewWorksheet.cwk
- **School Days graphics**
- **various sizes and colours of paper**
- **scissors**
- **writing tools**
- **art supplies**
- **glue**
- **school or office supply catalogues**
- **regular or digital camera**

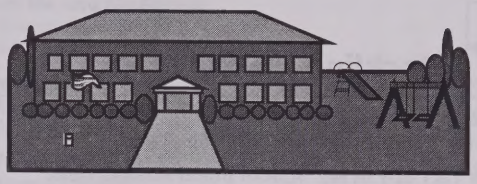
Notes to Teacher

To enhance students' role as School Ambassadors throughout the school year, a School Ambassador sash could be created from ribbon or felt for students to wear during the culminating task presentation and during school tours. The school's parent group may be willing to provide monetary and creative support for this endeavour. Perhaps a Catholic symbol or the Parish name could be added to embellish the sash.

Consider asking individual classroom teachers for permission to display the student Can You Spy? posters throughout the year in a convenient area of the room which would not distract from the learning environment. This would be helpful while the appointed student School Ambassador is conducting a tour. A good location would be around the classroom's door.

Teachers should create an assessment tool for the culminating task. Level 3 performance criteria are:
Reasoning: The student provides pertinent information about the staff member and the room elements on the poster.
Communication: The student independently and clearly articulates the information gathered on his/her poster in an oral presentation; describes the selected room and the staff member, including some elements, in detail.
Organization of Ideas: The student organizes the collected information about the staff member and the room elements in an appropriate and logical format, being conscious of spacing, placement and legibility.
Application of Language Conventions: The written elements on the poster demonstrates the conventions studied with few minor errors and/or omissions.

Teacher Reflections



Appendices

Eye Spy

Language

Resource List:

Black Line Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Eye Spy
Language A Unit for Grade 1

Blackline Master / File

BLM 1.1 I Spy In My School ST 1
BLM_1.1_SpyinSchoolChart.cwk

BLM 1.2 I Spy In My School Initial Assessment Checklist ST 1
BLM_1.2_InitialAssesmtCheck.cwk

BLM 1.3 Assessing Oral and Visual Communication ST 1
BLM_1.3_OralVizAssesmtCheck.cwk

BLM 2.1 Criteria for Assessing Personal Journal Entry Checklist ST 2
BLM_2.1_AssesmtJournalCheck.cwk

BLM 2.2 Who Do You Spy? ST 2
BLM_2.2_WhoYouSpyWorksheet.cwk

BLM 3.1 Can You Spy a Beginning Sound? ST 3
BLM_3.1_BeginSoundWorksheet.cwk

BLM 3.2 Can You Spy a Sentence? ST 3
BLM_3.2_SentencesWorksheet.cwk

BLM 3.3 Can You Spy? ST 3
BLM_3.3_CanYouSpyQuestions.cwk

BLM 4.1 When I Speak In a Group. When I Listen In a Group Checklist ST 4
BLM_4.1_GrpSpeakListenCheck.cwk

BLM 4.2 When Speaking/Listening in a Group Rating Scale ST 4
BLM_4.2_GrpSpkLstnRateScale.cwk

BLM 5.1 Roll a Die ST 5
BLM_5.1_DieRollingWorksheet.cwk

BLM 5.2 I Spy Colours ST 5
BLM_5.2_ISpyColours.cwk

BLM 5.3 I Spy a Character ST 5
BLM_5.3_CharacterWorksheet.cwk

BLM 5.4 Can You Spy? ST 5
BLM_5.4_CanYouSpyCards.cwk

BLM 6.1 Can You Spy? ST 6
BLM_6.1_CanYouSpyWorksheet.cwk

BLM 6.2 Can You Spy a Bookmark? ST 6
BLM_6.2_BookmarkWorksheet.cwk

BLM 6.3 Questions to Guide a Conference ST 6
BLM_6.3_GuideQuestions_T.cwk

BLM 7.1 Who Are You? ST 7
BLM_7.1_InterviewWorksheet.cwk

Licensed Software

CorelDRAW 8 Academic ST 6

Kid Pix 2 ST 6

Print

A Picture Book of Helen Keller Unit
David A. Adler
0-8234-0950-3

A Rainbow of Friends ST 2
P.K. Hallinan

ABC I Like Me ST 2
Nancy Carlson

Alphabet City ST 5
Stephen Johnson

Amanda Pig, Schoolgirl ST 4
Jean Van Leeuwen et al

Before & After Unit
Jan Thornhill
1-895688-61-2

Before & After Unit
Jan Thornhill
1-895688-61-2

Don't Need Friends ST 2
Carolyn Crimi

Each Peach Pear Plum ST 5
Janet and Allan Ahlberg

Emma's Magic Winter ST 2
Jean Little

Franklin Goes to School ST 1
Paulette Bourgeois

Franklin Goes to School ST 4
Paulette Bourgeois

Froggy Goes to School ST 1
Jonathon London

Froggy Goes to School ST 4
Jonathan London

Fully Alive - Grade 1 Unit
Ontario Conferene of Catholic Bishops
0-02-953508-5

God Loves Me Just the Way I Am ST 2
Pat Winston

Have You Seen Bugs Unit
Joanne Oppenheim
0-590-24322-5

I Have to See This! Unit
Richard Thompson
1-55037-014-6

I Like Being Me ST 2
Judy Lalli

I Should Be Me ST 2
Julianne Desautels

I Spy Christmas Unit
Walter Wick/Jean Marzollo
0-590-45846-9

I Spy Christmas ST 6
Walter Wick/Jean Marzollo
0-590-45846-9

I Spy Fantasy Unit
Jean Marzollo/Walter Wick
0-590- 46295-4

I Spy Fantasy ST 6
Jean Marzollo/Walter Wick
0-590-46295-4
Collages of materials to discover.

I Spy - Fun House Unit
Walter Wick/Jean Marzollo
0-590-46293-8

I Spy - Fun House ST 6
Walter Wick/Jean Marzollo
0-590-46293-8

I Spy Gold Challenger Unit
Walter Wick/Jean Marzollo
0-590 -04296-3

I Spy Gold Challenger ST 6
Walter Wick/Jean Marzollo
0-590 -04296-3

I Spy In the Jungle ST 5
Damon Burnard

I Spy In the Jungle ST 6
Damon Burnard

I Spy In the Ocean ST 5
Damon Burnard

I Spy In the Ocean ST 6
Damon Burnard

I Spy Mystery Unit
Walter Wick/Jean Marzollo
0-590-46294-6

I Spy School Days: A Book of Picture Puzzles ST 5
Jean Marzollo

I Spy - Teasure Hunt Unit
Walter Wick/Jean Marzollo
0-439-04244-5

I Wish That I Had Duck Feet ST 2
Theo LeSieg

If At First you Do Not See Unit
Ruth Brown
0-7736-7374 -1

It Looked Like Split Milk Unit
Charles G. Shaw
0-06-443159-2

Just Me and My Friend ST 2
Mercer Mayer
0307119475

Keep Looking Unit
Millicent Selsam and Joyce Hunt
0-02-781840-3

Life is Fun ST 2
Nancy Carlson

Little Bear's Friend ST 2
Else Homelund Minarik

Little Beaver and the Echo ST 2
Amy MacDonald

Little Polar Bear and the Husky Pup ST 2
Hans De Beer

Little Polar Bear Finds a Friend ST 2
Hans De Beer

Little Witch Goes to School ST 1
Deborah Hautzig

Little Witch Goes to School ST 4
Deborah Hautzig

Look - Alikes Unit
Joan Steiner
0-316-81271-4

Look-Alikes ST 5
Joan Steiner

Look-Alikes Jr.: Find More Than 700 Hidden Everday Objects ST 5
Joan Steiner

Miss Nelson has a Field Day ST 1
Harry Allard

Miss Nelson has a Field Day ST 4
Harry Allard

Miss Nelson is Back ST 1
Harry Allard

Miss Nelson is Back ST 4
Harry Allard

Miss Nelson is Missing ST 1
Harry Allard

Miss Nelson is Missing ST 4
Harry Allard

Morris Goes to School ST 1
Bernard Wiseman

Morris Goes to School ST 4
Bernard Wiseman

Mr. Tanen's Ties ST 1
Margery Cuyler

Mr. Tanen's Ties ST 4
Margery Cuyler

My Friends and Me: A First Look at Friendship ST 2
Pat Thomas

Now You See Them, Now You Don't Unit
Francois Caumartin
0-590-7035-0

Eye Spy
Language A Unit for Grade 1

Olivia Saves the Circus ST 2
Ian Falconer

Optical Tricks Unit
Walter Wick
0-590-22227-9

Penguin Pete's New Friends ST 2
Marcus Pfister

Polar Bear, Polar Bear, What Do You Hear? ST 3
Bill Martin Jr.

Quick As a Cricket ST 2
Audrey Wood

Round Trip Unit
Ann Jonas
0-688-09986-6

Ruby the Copycat ST 2
Peggy Rathman

Sarah Saw a Blue Macaw Unit
Jo Ellen Bogart
0-590-73809-7

See Hear Playing with Light and Sound Unit
Milan Tytla
1-55037-988-7

Seeing in Living Things Unit
Karen Hartley Chris Macro and Philip Taylor
1-57572-247-X

Seeing Things Unit
Allan Fowler
0-516-44910-9

Show and Tell ST 1
Robert Munsch

Show and Tell ST 4
Robert Munsch

Tacky the Penguin ST 2
Helne Lester

Teach Us Amelia Bedelia ST 4
Peggy Parish

Thank You Mr. Falkner ST 4
Patricia Polacco

That's What a Friend Is ST 2
P.K. Hallinan
0516436287

The 13th Clue ST 3
Ann Jonas
ISBN 0-440-40887-3

The Amazing I Spy ABC ST 5
Ken Laidlaw

The Eye book Unit
Theo. LeSieg
0-394-91094-X

The Eye Book ST 3
Theo. La Sieg
IBSN 394-81094-5

The Frog Principal ST 1
Stephanie Calmenson

The Frog Principal ST 4
Stephanie Calmenson

The Watcher ST 1
Brenda Silsbe
1-55037-385-4

This is the Way We Go to School: A Book About Children Around the World ST 4
Edith Baer et al

Thomas' Snowsuit ST 1
Robert Munsch

We Belong to God - Year One Unit
Canadian Conference of Catholic Bishops
0-88997-303-2

We Share Everything ST 4
Robert Munsch

What Do You See in a Cloud? Unit
Allan Fowler
0-516-20222-7

What I Like ST 2
Catherine Anholt

What Makes Me Happy? ST 2
Catherine Anholt and Laurence Anholt

What's the Recipe for Friends? ST 2
Greg Williamson

When Will I Read? ST 4
Miriam Cohen

Who Am I? ST 2
Michelle Hackerott

Yoko ST 2
Rosemary Wells

Website

School Days graphics ST 7
http://www.yahooligans.com

Material

art supplies ST 7
per person

black tempra paint ST 1
1
per pair

book binding tools ST 6
per class

camera ST 2
per class
Consider the use of a digital camera if the school has one available.

chart paper ST 2
per class

collection of found school objects ST 3
per class

colouring tools ST 5
per person

drawing tools ST 2
per person

general art materials ST 4
per class

glue ST 4
1
per person

glue ST 5
per group

glue ST 7
per person

hole punch ST 5
per group

magazines or catalogues ST 4
1
per person

markers ST 2

markers ST 4
per class

mural paper ST 5
per group

overhead acetate ST 3
per class

paints and paint brushes ST 5
per group

paper plates ST 3
1
per person

plastic bags or envelopes ST 3
1
per person

pre-made flip-up booklet ST 2
1
per person
Refer to part 3.

school or office supply catalogues ST 7
per class

scissors ST 3
1
per person

scissors ST 4
1
per person

scissors ST 5
per group

scissors ST 7
per person

shoe box lids ST 1
1
per pair

small wooden cubes for consonant die ST 5
per group

stapler ST 2
per class

string or yarn ST 5
per group

table salt or sand ST 1
per pair

various sizes and colours of paper ST 7
per person

writing tools ST 6
per person

writing tools ST 7
per person

yellow sticky notes ST 3
per class

yellow sticky notes ST 4
per class

Equipment / Manipulative

computers per pair	**ST 6**
listening centre per class	**ST 3**
listening centre with headphones per group	**ST 5**
overhead projector 1 per class	**ST 3**
regular or digital camera per class	**ST 7**

I Spy In My School

Name: _____ Date: _____

Draw three things you spy in each room. Print the name below each one.

library	gym
prayer room	principal's office

I Spy In My School Initial Assessment Checklist

Name: _____ Date: _____

The Student:	Comments
follows basic instructions	
prints name legibly	
uses clear and accurate illustrations	
demonstrates evidence of early print awareness	
demonstrates an awareness of initial/ending/ medial sounds	
prints alphabet letters properly	

Additional Comments:

Assessing Oral and Visual Communication

Name: _____ Date: _____

Can the student:	Comments
communicate messages and follow basic instruction?	
ask questions about the environment and offer personal opinions?	
use inventive spelling to label objects?	
represent objects in the immediate environment?	
illustrate objects and use print in an organized manner?	

Criteria for Assessing Personal Journal Entry Checklist

Name: _____ Date: _____

The Student:	Y	N	Comments
prints random letters			
uses sounds when writing unknown words			
uses beginning and ending sounds			
uses some vowels			
represents all sounds in words			
has own rules for spelling some words			
prints simple sentences			
prints more complex sentences			
shows spacing between words			
uses capitals and punctuation			
uses visuals to complement the message			
maintains focus in the message			

Comments:

Who Do You Spy?

Name: _____ Date:_____

Ask a friend questions and record the answers using pictures and words.

name	eye or hair colour	pets
sports	foods	games

My friend is _____.

My friend has _____.

My friend like _____

_____.

Can You Spy a Beginning Sound?

Name:_____ Date:_____

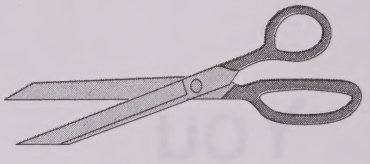
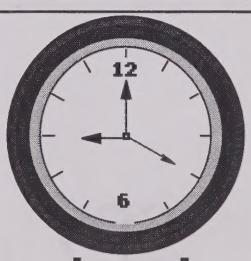
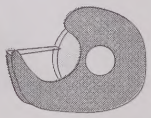
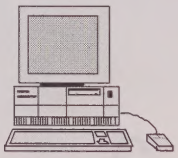
Use a book to spy things that begin with each sound. Use pictures and words.

m	s
p	r

Can You Spy a Sentence?

Can	can
You	you
the	spy
?	.

Can You Spy a Sentence?

book	pen
pencil	 scissors
 clock	 tape
glue	 computer

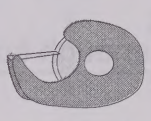
Can You Spy?

Name:_____ Date:_____

Read the sentence, then circle Yes or No

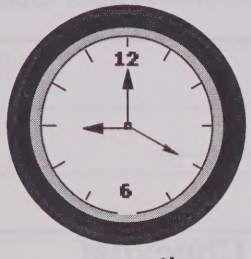
Can you spy the glue?

Yes No



Can you spy the book?

Yes No



Can you spy the pencil?

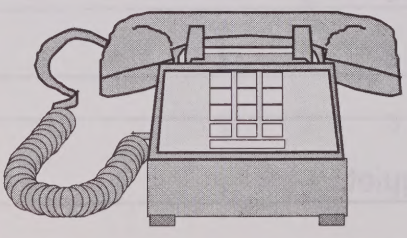
Yes No

Can you spy the pencil?

Yes No

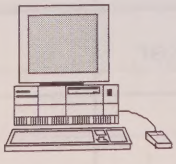
Can you spy the flag?

Yes No



Can you spy a book?

Yes No



Can you spy the clock?

Yes No

Can you spy the school?

Yes No

When I Speak in a Group Checklist

Name: _____ Date: _____

	Yes	No
1. I look at the person I'm speaking to.		
2. I speak loud enough so others can hear me.		
3. I think about what I want to say.		
4. I speak clearly so others can understand me.		
5. I answer questions.		

Next time, I need to

_____

_____

When I Listen in a Group Checklist

Name: _____ Date: _____

	Yes	No
1. I am quiet.		
2. I look at the person who is speaking.		
3. I wait my turn before I speak.		
4. I ask questions if I didn't understand the speaker.		
5. I remember what the speaker said.		

Next time, I need to _____

_____

BLM 4.2

When Speaking/Listening In a Group Rating Scale

Name:_____ Date:_____

1-Rarely 2-Sometimes 3-Usually 4-Consistently

Speaking

1. looks at person he/she is speaking to	1	2	3	4
2. speaks with appropriate volumes	1	2	3	4
3. speaks clearly	1	2	3	4
4. answers questions	1	2	3	4
5. thinks about what he/she will say	1	2	3	4

Comments:

_____

_____

_____

Listening

1. looks at person who is speaking	1	2	3	4
2. waits his/her turn before speaking	1	2	3	4
3. asks questions for clarification	1	2	3	4
4. remembers what the speaker says	1	2	3	4
5. remains focused while speaker talks	1	2	3	4

Comments:

_____

_____

_____

Roll a Die

Name:_____ Date:_____

Print the letter you roll in the small star box. Draw pictures of objects that begin with that sound in the long box. Print the names of the objects under the pictures.

*	
*	
*	
*	
*	
*	

I Spy Colours

I spy yellow.
I spy red.
I spy blue.
I spy green.
I spy black.
I spy orange.
I spy brown.
I spy purple.
I spy white.

I Spy a Character

Name: _____ Date:_____

Book Title:_____

Author:_____

Draw a picture of the character in the box.

The character's name is _____.

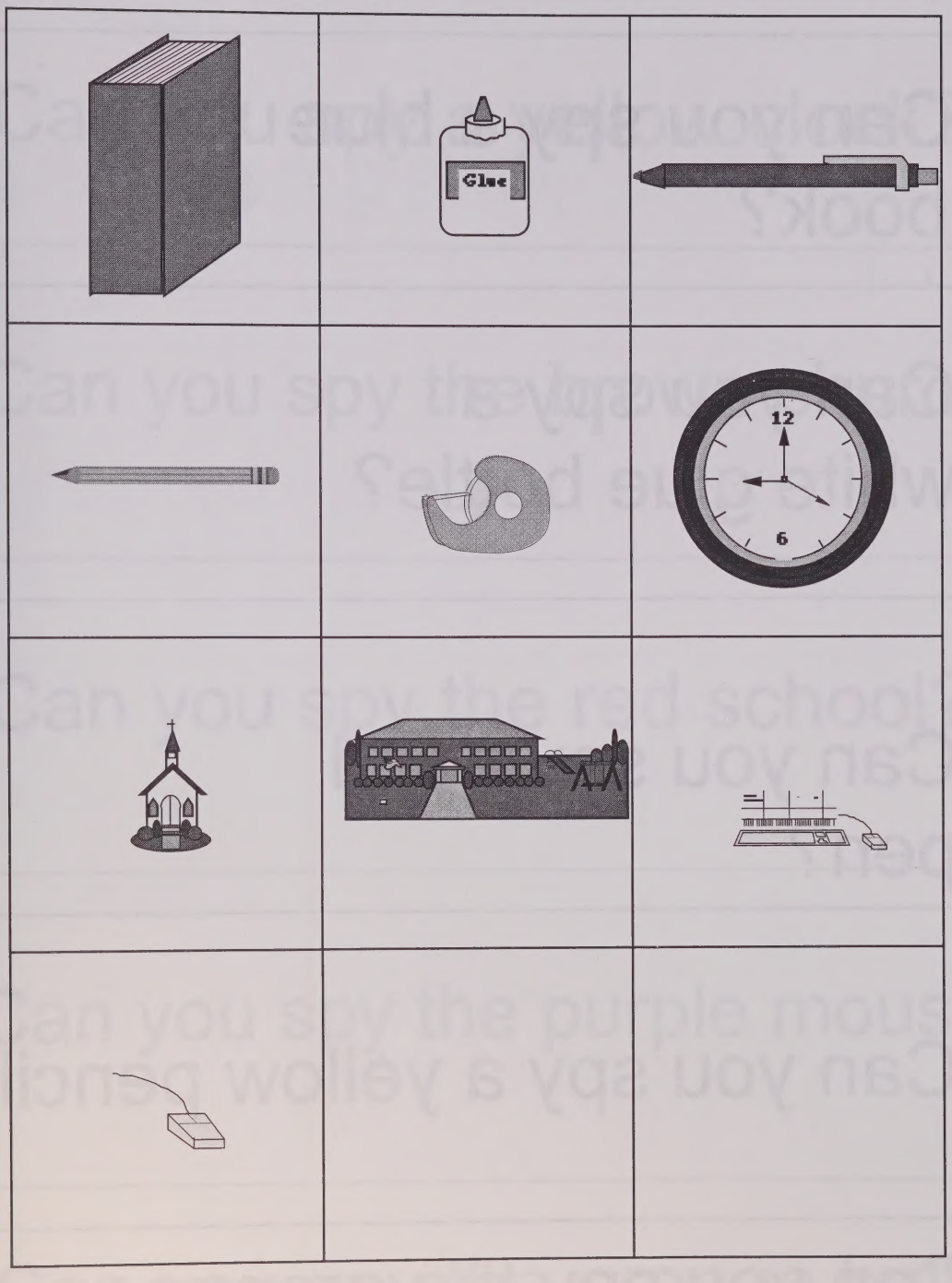
The character has _____

_____.

The character is _____

_____.

Can You Spy?



Can You Spy?

Can you spy a blue book?
Can you spy a white glue bottle?
Can you spy a red pen?
Can you spy a yellow pencil?
Can you spy the orange tape?

Can You Spy?

Can you spy a yellow clock?

Can you spy the brown church?

Can you spy the red school?

Can you spy the purple mouse?

Can you spy the orange ball?

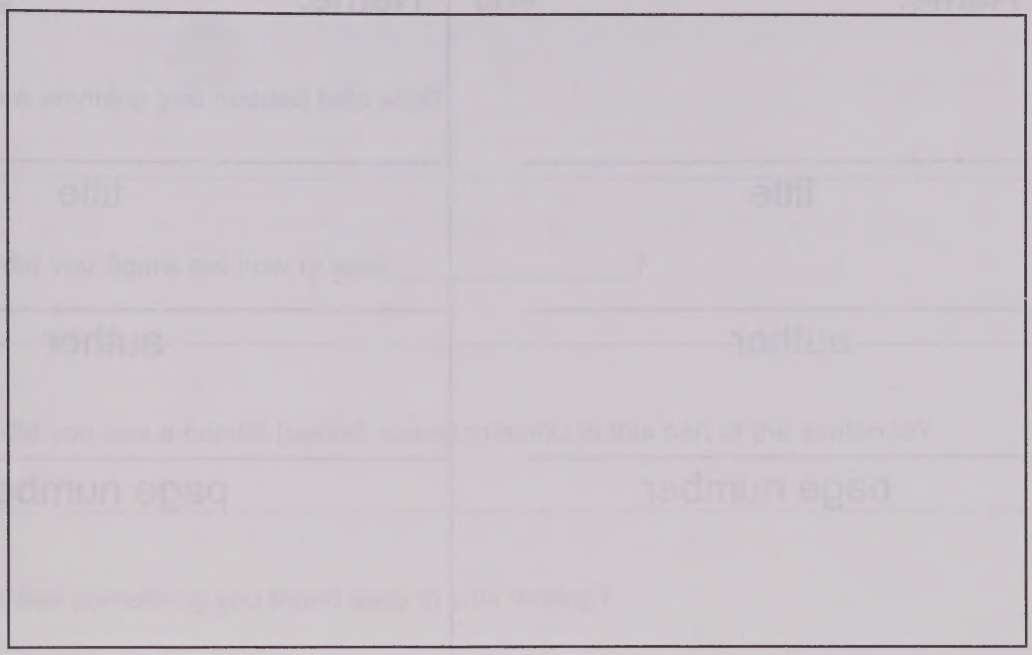
Can You Spy?

Can you spy the green ball?

Can you spy the white computer?

Can You Spy?

Name:_____



1. Can you spy a _____?
2. Can you _____?
3. Can_____?
4. _____?

Please help your child find four objects in the home that begin with the sound at the top of the page. Your child will draw the four different objects in the box and record the sentences following the provided pattern. Please assist in the proper spelling of the found objects.

Can You Spy a Bookmark?

Name:_____

_____
title

_____
author

_____
page number

1. Can you spy a _____
2. Can _____
3. _____

_____

Name:_____

_____
title

_____
author

_____
page number

1. Can you spy a _____
2. Can _____
3. _____

_____

Questions to Guide a Conference (Teacher)

Name:_____ Date:_____

Is there anything you needed help with?

_____

How did you figure out how to spell_____?

_____

Why did you use a capital (period, question mark) in this part of the sentence?

_____

What was something you found easy in your writing?

_____

Did you have any problems when you were writing?

_____

Did you have any problems creating the collage? (optional)

_____

Additional Comments:

Who Are You?

Hello, my name is _____.
May I ask you some questions?
Please help me read or spell any special words I need to use in the boxes.

name	eye or hair colour	pets
sports	foods	games

The _____ name is _____

She/he has _____

She/he likes_____

Can you spy her/him?

Eye Spy
Language A Unit for Grade 1

		Selected	Assessed
English Language---Writing			
☐ 1e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g.,write a letter to a friend describing a new pet);	1	2
☐ 1e2	• organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: We went to see the dog. I liked him very much. We took him home on the bus);	1	3
☐ 1e3	• write simple sentences using proper punctuation (i.e., periods);	4	1
☐ 1e4	• produce short pieces of writing using simple forms (e.g., stories, descriptions, lists of information);	1	2
☐ 1e5	• use some materials from other media (e.g., computer clip-art) to enhance their writing;	1	1
☐ 1e6	• begin to revise written work, with the assistance of the teacher;	1	
☐ 1e7	• use and spell correctly the vocabulary appropriate for this grade level;	4	2
☐ 1e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	4	2
☐ 1e11	– use a period at the end of a statement;	2	2
☐ 1e16	– use words from their oral vocabulary as well as less familiar words from class-displayed word lists;	4	2
☐ 1e17	– print legibly (capitals and small letters);	2	1
☐ 1e18	– leave spaces between words.	1	1
English Language---Reading			
☐ 1e20	• read aloud in a way that communicates the meaning;	2	
☐ 1e21	• read independently, using reading strategies appropriate for this grade level;	3	1
☐ 1e22	• express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience;	1	
☐ 1e24	• understand the vocabulary and language structures appropriate for this grade level;	3	1
☐ 1e25	• use some conventions of written materials (e.g., punctuation, title) to help them understand what they read.	3	
☐ 1e26	– use their knowledge and experience to understand what they read;	2	
☐ 1e28	– follow written directions;		1
☐ 1e29	– reread all or parts of a written piece to clarify their understanding of its meaning;		1
☐ 1e30	– predict what may happen next in a story, and revise or confirm predictions;	1	
☐ 1e31	– express their thoughts and feelings about a story;	1	
☐ 1e34	– use predictable word patterns to determine the meaning of sentences (e.g., I saw the bird/I saw the dog);	4	
☐ 1e35	– use pictures and illustrations to determine the meaning of unfamiliar words;	5	
☐ 1e36	– use simple sound patterns (e.g., rhyming words) to learn new words;	2	
☐ 1e37	– use phonics as an aid in learning new words;	3	
☐ 1e38	– use punctuation to help them understand what they read (e.g., period, comma);	2	1
☐ 1e39	– understand the use of some conventions of spelling (e.g., capital letters at the beginning of sentences);	3	2
☐ 1e40	– use some basic conventions of formal texts to locate information (e.g., book title, page numbers).	1	
English Language---Oral and Visual Communication			
☐ 1e41	• communicate messages, and follow basic instructions and directions;	1	3
☐ 1e43	• listen and react to stories and recount personal experiences;	1	
☐ 1e44	• respond to familiar or predictable language patterns by joining in or using choral response;	2	
☐ 1e45	• apply some of the basic rules of participating in a conversation and working with others;	3	2
☐ 1e46	• view, read, and listen to media works with simple messages or factual information and describe what they have learned;	1	1
☐ 1e47	• create some simple media works;	1	1
☐ 1e48	• use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).	4	1
☐ 1e51	– present ideas in speech in a coherent sequence;	2	1
☐ 1e52	– notice and respond to unusual features of language (e.g., alliteration, rhythm, onomatopoeia);	1	
☐ 1e55	– allow others to speak, and wait their turn in conversations or class discussions;	3	2
☐ 1e56	– listen to and comment positively on the contributions of others in group and class discussions;	1	2
☐ 1e60	– create some simple media works (e.g., tape-record sounds for a story).		2

Eye Spy

Language A Unit for Grade 1

English Language

1e1	1	2	1e2	1	3	1e3	4	1	1e4	1	2	1e5	1	1	1e6	1		1e7	4	2	1e8	4	2	1e9			1e10		
1e11	2	2	1e12			1e13			1e14			1e15			1e16	4	2	1e17	2	1	1e18	1	1	1e19			1e20		2
1e21	3	1	1e22	1		1e23			1e24	3	1	1e25	3		1e26	2		1e27			1e28		1	1e29		1	1e30		1
1e31	1		1e32			1e33			1e34	4		1e35	5		1e36	2		1e37	3		1e38	2	1	1e39	3	2	1e40		1
1e41	1	3	1e42			1e43	1		1e44	2		1e45	3	2	1e46	1	1	1e47	1	1	1e48	4	1	1e49			1e50		
1e51	2	1	1e52	1		1e53			1e54			1e55	3	2	1e56	1	2	1e57			1e58			1e59			1e60		2

Mathematics

1m1	1m2	1m3	1m4	1m5	1m6	1m7	1m8	1m9	1m10
1m11	1m12	1m13	1m14	1m15	1m16	1m17	1m18	1m19	1m20
1m21	1m22	1m23	1m24	1m25	1m26	1m27	1m28	1m29	1m30
1m31	1m32	1m33	1m34	1m35	1m36	1m37	1m38	1m39	1m40
1m41	1m42	1m43	1m44	1m45	1m46	1m47	1m48	1m49	1m50
1m51	1m52	1m53	1m54	1m55	1m56	1m57	1m58	1m59	1m60
1m61	1m62	1m63	1m64	1m65	1m66	1m67	1m68	1m69	1m70
1m71	1m72	1m73	1m74	1m75	1m76	1m77	1m78	1m79	1m80
1m81	1m82	1m83	1m84	1m85	1m86	1m87	1m88	1m89	1m90
1m91	1m92	1m93	1m94	1m95	1m96	1m97	1m98	1m99	1m100
1m101	1m102	1m103	1m104	1m105	1m106	1m107			

Science and Technology

1s1	1s2	1s3	1s4	1s5	1s6	1s7	1s8	1s9	1s10
1s11	1s12	1s13	1s14	1s15	1s16	1s17	1s18	1s19	1s20
1s21	1s22	1s23	1s24	1s25	1s26	1s27	1s28	1s29	1s30
1s31	1s32	1s33	1s34	1s35	1s36	1s37	1s38	1s39	1s40
1s41	1s42	1s43	1s44	1s45	1s46	1s47	1s48	1s49	1s50
1s51	1s52	1s53	1s54	1s55	1s56	1s57	1s58	1s59	1s60
1s61	1s62	1s63	1s64	1s65	1s66	1s67	1s68	1s69	1s70
1s71	1s72	1s73	1s74	1s75	1s76	1s77	1s78	1s79	1s80
1s81	1s82	1s83	1s84	1s85	1s86	1s87	1s88	1s89	1s90
1s91	1s92	1s93	1s94	1s95	1s96	1s97	1s98	1s99	1s100
1s101	1s102	1s103	1s104	1s105	1s106	1s107			

Social Studies

1z1	1z2	1z3	1z4	1z5	1z6	1z7	1z8	1z9	1z10
1z11	1z12	1z13	1z14	1z15	1z16	1z17	1z18	1z19	1z20
1z21	1z22	1z23	1z24	1z25	1z26	1z27	1z28	1z29	1z30
1z31	1z32	1z33	1z34	1z35	1z36	1z37	1z38	1z39	1z40
1z41	1z42	1z43	1z44	1z45	1z46	1z47	1z48	1z49	1z50

Health & Physical Education

1p1	1p2	1p3	1p4	1p5	1p6	1p7	1p8	1p9	1p10
1p11	1p12	1p13	1p14	1p15	1p16	1p17	1p18	1p19	1p20
1p21	1p22	1p23	1p24	1p25	1p26	1p27	1p28	1p29	1p30
1p31	1p32	1p33	1p34	1p35	1p36	1p37	1p38		

The Arts

1a1	1a2	1a3	1a4	1a5	1a6	1a7	1a8	1a9	1a10
1a11	1a12	1a13	1a14	1a15	1a16	1a17	1a18	1a19	1a20
1a21	1a22	1a23	1a24	1a25	1a26	1a27	1a28	1a29	1a30
1a31	1a32	1a33	1a34	1a35	1a36	1a37	1a38	1a39	1a40
1a41	1a42	1a43	1a44	1a45	1a46	1a47	1a48	1a49	1a50
1a51	1a52	1a53	1a54	1a55	1a56	1a57	1a58	1a59	1a60
1a61									

Eye Spy
Language A Unit for Grade 1

Analysis Of Unit Components

7 Subtasks
123 Expectations
160 Resources
76 Strategies & Groupings

-- Unique Expectations --
41 Language Expectations

Resource Types

0 Rubrics
18 Blackline Masters
2 Licensed Software
97 Print Resources
0 Media Resources
1 Websites
37 Material Resources
5 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

5 Students Working As A Whole Class
6 Students Working In Pairs
4 Students Working In Small Groups
6 Students Working Individually

Teaching / Learning Strategies

1 Book Talks
1 Brainstorming
1 Buddy System
1 Chanting
1 Classifying
1 Collage
1 Computer Assisted Learning
1 Directed Reading-thinking Activity
1 Expository Text Frames
1 Graphic Applications
1 Guided Reading
2 Interview
1 Learning Log/journal
1 Literature Circles
2 Oral Presentation
1 Peer Practice
1 Problem Solving
1 Puppetry
1 Questioning Process
2 Read Along
1 Read Aloud
2 Rehearsal/repetition/practice
1 Report

Assessment Recording Devices

6 Anecdotal Record
3 Checklist
1 Rating Scale

Assessment Strategies

1 Classroom Presentation
1 Conference
1 Exhibition/demonstration
2 Observation
1 Performance Task
2 Portfolios
1 Questions And Answers (oral)
1 Response Journal
1 Select Response
1 Self Assessment

Eye Spy
Language A Unit for Grade 1

1 Retelling
1 Role-playing
2 Visual/graphic Organizers
1 Word Wall
1 Writing Process